DOCUMENT RESUME

ED 381 596 UD 030 356

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TITLE Reforming Mathematics Education in America's Cities. The Urban Mathematics Collaborative Project. Ways of Knowing in Science Series.
SPONS AGENCY Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Wisconsin Center for Education Research, Madison.
REPORT NO ISBN-0-8077-3382-2
PUB DATE 94
CONTRACT MDR9054928; RED9255247
NOTE 244p.
AVAILABLE FROM Teachers College Press, Box 303, 1234 Amsterdam Avenue, New York, NY 10027 ($21.95, paper--ISBN-0-8077-3382-2; $46, cloth--ISBN-0-8077-3383-0).
PUB TYPE Books (010) -- Collected Works - General (020) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; *Cooperation; Disadvantaged Youth; *Educational Change; Educational Innovation; Equal Education; High Schools; *High School Students; *Mathematics Instruction; Mathematics Teachers; *Program Development; Urban Schools
IDENTIFIERS *Reform Efforts; *Urban Mathematics Collaborative Project

ABSTRACT

The Urban Mathematics Collaborative (UMC) Project was a 5-year effort to reform mathematics instruction in urban schools by empowering mathematics teachers. Targeting over 3,000 high school mathematics teachers in collaboratives in 11 urban areas, including San Francisco (California), Philadelphia (Pennsylvania), and New Orleans (Louisiana), the UMC project fostered collaboration among mathematics teachers, mathematicians, and representatives of the business community, in order to encourage professional enthusiasm and educational innovation. Forces that foster or inhibit educational reform and issues of equity and reaching underserved inner-city students are explored. Contributions include: (1) "The Urban Mathematics Collaboratives as Reform" (Thomas A. Romberg and Norman L. Webb); (2) "Mathematics and Community" (Barbara Scott Nelson); (3) "The Development of the Urban Mathematics Collaborative Project" (Norman L. Webb, and others); (4) "A Strategy for Social Change" (Thomas A. Romberg and Allan Pitman); (5) "Professionalism" (Allan Pitman); (6) "Conceptions of Mathematics and Mathematics Education Held by Teachers" (Thomas A. Romberg and James A. Middleton); (7) "Collaboration and Urban School Systems" (James A. Middleton and Norman L. Webb); (8) "The 'Urban' in the Mathematics Collaboratives: Case Studies of the Eleven Projects" (Thomas S. Popkewitz and Sigurjon Myrdal); (9) "Knowledge Growth and Professional Commitment--The Effect of the Urban Mathematics Collaborative on Two San Francisco Teachers" (Anna Richert); (10) "Being There--A Mathematics Collaborative and the Challenge of Teaching Mathematics in the Urban Classroom" (Cameron McCarthy); and (11) "Collaboration in Practice, and Final Thoughts" (Norman L. Webb and Thomas A. Romberg). Appendixes list project personnel and publications.

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